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ABSTRACT

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. This report presents findings of a survey of Catholic elementary school finances for the 1994-95 school year. A questionnaire mailed to 1,012 Catholic elementary schools elicited 587 usable responses, a 60 percent response rate, or 8 percent of all Catholic elementary schools in the United States. The report provides information about school demographics, income, expenses, principal and teacher salaries, and special programs. Some highlights include the following: The average tuition charged for the first child of a family in the parish was $1,303. Eighty-seven percent of the schools had a tuition scale for families with more than one child attending the school. Eighty-two percent of the schools had some form of tuition assistance. The average per-pupil cost was $2,145. Fifty-six percent of the per-pupil cost was covered by payments received for the tuition and fees charged. The average salary for all teachers with bachelors degrees and higher was $20,716. Fifty-six percent of the schools had an extended program. Twenty-six exhibits are included. Appendices contain a copy of the survey and followup letter and a list of responding schools. (LMI)

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BALANCE SHEET FOR CATHOLIC ELEMENTARY SCHOOLS:

1995 INCOME AND EXPENSES

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

U.S. DEPARTMENT OF EDUCATION
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HIGHLIGHTS

The information presented in this study is based upon a random sample of Catholic elementary schools across the United States. This sample represents 8% of all the Catholic elementary schools. The data reported are based on the 1994-95 school year.

- The average tuition charged for the first child of a family in the parish was $1,303.
- Eighty-seven percent of the schools had a tuition scale for families with more than one child attending the school.
- Eighty-two percent of the schools had some form of tuition assistance.
- Sixty-two percent of the schools had a tuition scale for children from another parish and for non-Catholic children.
- Eighty-seven percent of the schools received a parish subsidy.
- Forty percent of the schools had an endowment program.
- The average per-pupil cost was $2,145.
- Fifty-six percent of the per-pupil cost was covered by payments received for the tuition and fees charged.
- The average salary for a lay principal was $34,520.
- The average salary for a beginning teacher with a bachelor's degree was $16,602.
- The average salary for all teachers with bachelor's degrees and higher was $20,716.
- The average amount spent per student on instructional materials was $176.
- Forty-eight percent of the schools had a prekindergarten program.
- The average tuition for full-day prekindergarten programs was $1,883.
- Ninety-one percent of the schools had a kindergarten program.
- The average tuition for full-day kindergarten programs was $1,421.
- Fifty-six percent of the schools had an extended-day program.

PREFACE

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management. The more recent practice of NCEA has been to issue financial reports every year; however, in fiscal years ending in an odd number the report focused on elementary schools and in fiscal years ending in an even number the report focused on secondary schools.

In 1989, the NCEA Department of Elementary Schools Executive Committee requested more detailed information on the finances of Catholic elementary schools. Since that time, these biennial reports have included national data on tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; finances related to preschool programs; school efforts regarding development; and information regarding a variety of other issues. This information is also published according to the location of the school (inner city, urban, suburban, or rural), the geographic area of the country, and the sponsorship of the school (parish, interparochial, diocesan, or private).

The NCEA Department of Elementary Schools Executive Committee believes that by making known such extensive information, decision-makers on the diocesan and school levels will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The executive committee also believes that by making public such information, those who seek to assist Catholic elementary schools will have a clearer picture of the financial contribution that Catholic school parents make to the total education of their children and of the financial contribution that tens of thousands of Catholic elementary school educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. In 1994, hundreds of Catholic school students in grades four and eight participated in the National Assessment of Educational Progress tests in reading, history, and geography. These tests, administered by Educational Testing Service under contract to the Office of Educational Research and Improvement of the U.S. Department of Education, used a national probability sample of students in state-run schools, Catholic schools, and other independent schools. In each of these three tests, students in Catholic schools at the fourth- and eighth-grade levels scored noticeably higher than students in the same grades in government-controlled schools. Although the U.S. Department of Education's analysis is not detailed enough to attribute the higher scores of Catholic school students to the school programs, the fact that in all three of the 1994 tests and in every test administered by the National Assessment of Educational Progress students in Catholic schools scored higher than students in government-operated schools provides some insight into the quality of Catholic school education.

The last three years have seen an increase in enrollment in Catholic schools. What do parents expect when they enroll their children in Catholic schools? Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous research studies have shown that parents place their children in Catholic schools for three reasons. Parents recognize the superior academic achievement of Catholic school students over students in government-owned schools; this is especially true in the inner cities of the United States. Parents see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education, which includes growth in religious awareness and a critical evaluation of the world in light of basic moral principles.

Unlike parents who send their children to state-sponsored schools, Catholic school parents each month make a deliberate decision to send their children to Catholic schools when they write the tuition check. Another testimony to the quality of Catholic schools is the fact that 13% of the children enrolled in them are non-Catholic children. In many urban areas, the enrollment of non-Catholic children approaches 100%. These parents freely choose Catholic schools because they recognize the quality of their programs. These poor parents are the ones most in need of government legislation providing all parents with the means of exercising their constitutional right to select the school that is best for their children.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those generally earned by teachers in government-sponsored schools. Several recent research studies sponsored by NCEA of Catholic school teachers provide insight into this issue. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a total education to students. Teachers model for the students and the students model for the teachers the meaning of Jesus' message in today's world. Teachers treasure being with their students in the joint pursuit of the truth, even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive when compared to other educators, and the teachers themselves would like to see them improved, Catholic education offers added dividends that these educators prize. Over 94% of Catholic school teachers expressed a great deal of satisfaction with their job.

The NCEA Department of Elementary Schools acknowledges with gratitude the work of Tara McCallum, who organized the production and distribution of the questionnaire, entered into the computer system all the information from the nearly 600 schools, edited this manuscript, and oversaw the production of this publication. The department also gratefully acknowledges Alfred and Linda Brown of Ministry of Systems Development, District Heights, Md., who designed the computer program to analyze the data and provided the author with readable tables to create this report. James McDaniel, NCEA director of administrative services, provided valuable assistance by coordinating the work of the department with Ministry of Systems Development and other technological needs.

Finally, the department acknowledges the contribution made by the nearly 600 responding schools. The principals of these schools and those who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all in the Catholic elementary school community and all other interested people to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding Catholic elementary schools would not be possible.

The information presented here is factual; the author leaves to the reader its interpretation. The author would be remiss in his duty, however, if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The NCEA Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association with Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Kieran Hartigan, RSM, P.D.
President

Robert J. Kealey, Ed.D.
Executive Director

NCEA Department of Elementary Schools
Feast of St. John Baptist De La Salle, Patron of Teachers, 1996

CHAPTER 1
METHODOLOGY

CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the eighteenth century. When more formal education became a necessity during the second half of the nineteenth century and first part of the twentieth century, Catholic schools rapidly expanded across the United States.

During the 1994-95 school year, 2,003,996 students were enrolled in Catholic elementary and middle schools. These students attended programs from preschool through the ninth grade in 7,055 different elementary and middle schools (Brigham, 1995) in all 50 states and the District of Columbia. Over 12% of these students were not of the Catholic religion. Providing education to these students were 117,620 full-time and part-time teachers and administrators. The 1994-95 school year marked the third year since 1964 that the total Catholic elementary school enrollment had increased over the previous year.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. A few states (e.g., New York and Pennsylvania) reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health, and achievement. Most states, however, provided no assistance, not even school buses to transport the students to class (e.g., Missouri and Virginia).

As this report shows, the largest burden of educating the students was borne by the children's parents through their tuition payments. The parish community, which included these parents, provided additional support.

Based upon the per-pupil cost to educate a child in the government-controlled schools during the 1994-95 school year, the parents of Catholic elementary school students provided, in addition to the taxes that they paid, a financial gift to the various local and state governments and to the federal government of over $15 billion. This sum is the approximate cost governments would have paid if all Catholic elementary school students had attended public schools.

QUESTIONNAIRE

Development of the Questionnaire

The instrument used to acquire the data for this study was a 100-item questionnaire, the 1994-1995 Survey of Catholic Elementary School Finances. Appendix A presents a copy of the cover letter, questionnaire, and response sheet. Four sections composed this instrument:

Section 1	School Demographics	16 items
Section 2	Financing	21 items
Section 3	Compensation	37 items
Section 4	Special Issues	26 items

This questionnaire was based upon the instrument used in the study of Catholic elementary school finances for the 1988-89 school year, the 1990-91 school year, and the 1992-93 school year. See page 2 of *United States Catholic Elementary Schools & Their Finances 1989* (Kealey, 1990) for a detailed description of the development of this instrument. A few changes were made in the instrument for the present study, as a result of suggestions received from the field and of the experience gained from the 1989, 1991, and 1993 studies.

Distribution of the Questionnaire

On September 8, 1995, the questionnaire was mailed to the sample of schools. This date was selected for several reasons. This study is based upon the finances for the 1994-95 school year, the 1995 school fiscal year. By September of 1995, all costs for the previous school year should have been tabulated. The data given, therefore, would be as complete as possible and represent real figures, not projections. Also by this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter, an instrument, and a response sheet to record their answers.

As each school returned the questionnaire, the school's name was noted on the master list. All information regarding individual schools was kept completely confidential. The returned questionnaires were due at the offices of the National Catholic Educational Association by October 9, 1995.

On October 27, 1995, a second request for participation in the study was sent to all the schools that had not responded by the due date. Enclosed with the letter was a second copy of the questionnaire and the response sheet. A copy of this letter is contained in Appendix B.

November 17, 1995, was the cutoff date for including returned completed instruments in the analysis of the data for this study. Appendix C lists the schools that returned questionnaires by the cutoff date.

SAMPLE

Participating Schools

During the 1994-95 school year, 7,055 Catholic elementary and middle schools provided education to over two million students in prekindergarten to grade nine. In order to ensure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,018 questionnaires. This is about 14% of all U.S. Catholic elementary and middle schools.

Throughout this study, the term *elementary school* is used to include both elementary schools and middle schools. In 1994-95, 6,979 Catholic elementary schools and 76 Catholic middle schools provided an education to 1,990,784 elementary school students and 13,212 middle school students. Catholic middle schools are more closely associated with Catholic elementary schools; therefore, the two of them are included together in this report. In future years, if the number of middle schools continues to grow, their finances will be reported separately in this report.

The schools selected to participate in this project were chosen at random, using every seventh elementary and middle school on the NCEA roster of all member and non-member schools according to zip code. This random selection ensured that each state would have in this survey a percentage of schools comparable to the number of Catholic elementary schools in the state.

The completed questionnaires began arriving at NCEA in late September. The questionnaires of six schools were returned to NCEA by the U.S. Postal Service as undeliverable. These schools either closed or moved and forwarding addresses were unavailable. The number of questionnaires actually distributed, therefore, was 1,012. Of this total, 594 completed questionnaires were received by NCEA. This represents a return rate of 59%. Responses were received from 49 states and the District of Columbia. No response was received from Alaska, which has only four Catholic elementary schools.

Only 587 questionnaires were included in the actual study. This was because seven of the instruments returned were not sufficiently filled out to be useable. The schools in this study represent almost 60% of the questionnaires originally distributed and 8% of all Catholic elementary schools in the United States.

School sponsorship

Catholic elementary schools were sponsored by the parish community (called parish school), by two or more parishes (called interparochial school), by the diocesan office of education (called diocesan school), or by a religious community or separate board of education (called private school). Exhibit 1 shows the percentage of responding schools and the percentage of all U.S. Catholic elementary schools in 1994-95 according to each of the four types of sponsorship.

Throughout this report, some percentages may add up to a little more than 100% or a little less than 100% due to rounding off to one decimal place.

Exhibit 1
Percentages of Responding Schools and of All Schools by Sponsorship

	Respondents		All Schools[a]	
Sponsorship	%	n	%	n
Parish	79.1	465	84.0	5,862
Private	3.4	20	3.8	265
Interparochial	10.5	61	10.2	709
Diocesan	7.0	41	2.0	143
Total	100.0	587	100.0	6,979

[a]These data are from Brigham, 1995, p. 11.

Location of schools

One of the identification questions on the survey asked the respondent to indicate if the school's location was inner city, urban (non-inner city), suburban, or rural. Exhibit 2 shows the percentage of responding schools in each of the four locations and the percentage of all U.S. Catholic elementary schools in these locations in 1994-95.

Exhibit 2
Percentages of Responding Schools and of All Schools by Location

Location	% Respondents	% All Schools[a]
Inner City	17.6	13.0
Urban	35.1	32.1
Suburban	28.6	30.6
Rural	18.7	24.3

[a]These data are from Brigham, 1995, p. 12.

Geographic regions of the country

In all of its statistical reports, NCEA divides the country into the six regions listed below.

Region 1, New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region 2, Mideast - Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Region 3, Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin
Region 4, Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Region 5, Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Region 6, West/Far West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the percentage of responding schools in each of the regions and the percentage of all U.S. Catholic elementary schools by region during the 1994-95 school year. In five of the geographic regions, this financial study reflects within one percentage point the actual percentage of schools in the region. In this study the Mideast is underrepresented by less than three percentage points.

Exhibit 3
Percentages of Responding Schools and of All Schools by Region

Region	% Respondents	% All Schools[a]
New England	6.1	6.5
Mideast	24.7	27.4
Great Lakes	27.1	26.1
Plains	12.1	11.5
Southeast	12.1	11.5
West/Far West	17.9	17.0

[a]These data are from Brigham, 1995, p. 10.

Chapter I Services

Seventy-three percent of the schools responding to this survey had students who were eligible to receive some form of Chapter I federal assistance. To qualify for this assistance during the 1994-1995 school year, students had to be economically or educationally deprived. Only about 81% of the schools with eligible children had children who actually received the Chapter I services.

Exhibit 4 shows the percentage of schools with students eligible for Chapter I services and the percentage of those schools with children who actually received such services by region, location, and sponsorship.

Exhibit 4
Percentages of Schools with Students Eligible for Chapter I Assistance and of Those Schools with Students Who Received Assistance by Region, Location, and Sponsorship

	% of Schools with	
Region	**Eligible Students**	**Assisted Students**
New England	88.9	76.5
Mideast	78.0	89.8
Great Lakes	75.5	68.3
Plains	80.3	86.2
Southeast	60.6	82.6
West/Far West	61.5	87.0
Location		
Inner City	84.2	84.0
Urban	71.6	88.1
Suburban	62.4	72.0
Rural	83.3	77.7
Sponsorship		
Parish	73.8	81.7
Private	40.0	63.6
Interparochial	86.9	82.3
Diocesan	63.4	77.8
National	73.2	81.1

Family Income

Over 71% of the families had dual incomes, i.e., both parents were working during 1994-95. Exhibit 5 presents the percentages of families within set income levels. These figures are based on estimates provided by the person who completed the questionnaire.

Exhibit 5
Percentages of Families in Set Income Brackets

Income	% Families
$0-$15,000	11.7
$15,001-$25,000	21.0
$25,001-$35,000	33.6
$35,001-$50,000	22.2
More than $50,000	11.5

REFERENCES

Brigham, F. H. (1995). *United States Catholic Elementary and Secondary Schools 1994-1995: Annual Statistical Report on Schools, Enrollment and Staffing*. Washington, DC: National Catholic Educational Association.

Kealey, R. J. (1990). *United States Catholic Elementary Schools & Their Finances 1989*. Washington, DC: National Catholic Educational Association.

CHAPTER 2

INCOME

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child.

Determining the average tuition for all Catholic elementary school students is very difficult. Many schools have a sliding tuition scale for families with two or more children attending the same school. A different scale is used for Catholic students who are not members of the parish sponsoring the school. A separate tuition scale exists in many schools for non-Catholic children. In some parishes, a negotiated, or fair-share, tuition policy exists. Some schools have a different tuition for children in different grades. Another common practice is to charge one tuition rate when it is paid yearly and a higher rate when it is paid monthly. Finally, many parishes provide reduced tuition for families experiencing financial difficulties. Considering all these factors and arriving at an average tuition is next to impossible.

For this survey, the respondents were asked to indicate the tuition charged for the first child in a family that was a member of the parish. This tuition frequently is the amount from which all the other tuitions are derived. In the section that follows, the tuition is only for children in grades one to eight. In a later section, the tuition for preschool and kindergarten programs is examined.

Six schools charged no tuition at all in 1994-95. An additional 13 schools had a fair-share tuition program, 5 schools were involved in some form of stewardship, and 3 schools had a tithing system.

Tuition for Catholic Children in the Parish

According to this survey, about 76% of the student body in these Catholic elementary schools were members of the parish. The average tuition for the first Catholic elementary school child of a family in the parish in grade one to grade eight was $1,303 during the 1994-95 school year. NCEA reported the average tuition for such a child during the 1992-93 school year to be $1,152 (Kealey, 1994). The 1995 tuition represents an increase of 13% over the two-year period since the previous study was reported. This increase is lower than the 19% increase that occurred between 1991 and 1993.

The average tuition in 1994-95 for one child in grades one to eight in the private schools that responded to this study was $2,542.

The average tuition for ninth-grade students in Catholic secondary schools surveyed during the 1993-94 school year was $3,136 (Guerra, 1995).

In 1994-95, about 87% of the responding Catholic elementary schools had a special tuition for families with more than one child in the school.

Tuition in elementary schools varied according to the geographic region of the country. The lowest average tuition during the 1994-95 school year was in the Plains, $241 less than the national average, while the West/Far West had the highest average tuition, $1,657, which was $354 more than the national average. Exhibit 6 shows the 1994-95 average tuition according to the geographic regions of the country.

Exhibit 6

Average Tuition by Region

Region	Tuition
New England	$1,277
Mideast	$1,244
Great Lakes	$1,087
Plains	$1,062
Southeast	$1,607
West/Far West	$1,657
National	$1,303

Tuition also varied according to the location of the school. Rural schools charged the lowest tuition, an average of $907, while suburban schools charged the highest tuition, an average of $1,394. The respondents to the questionnaire designated their own location according to the four categories given. Exhibit 7 shows the 1994-95 average tuition by school location.

Exhibit 7
Average Tuition by School Location

Location	Tuition
Inner City	$1,372
Urban	$1,389
Suburban	$1,394
Rural	$ 907
National	$1,303

This research shows that the tuitions charged by Catholic inner-city elementary schools, urban elementary schools, and suburban elementary schools were all within $22 of each other. The largest increase in tuition over the two-year period was in Catholic inner-city schools, an increase of 20%. Rural and suburban schools had increases of less than 7%.

Exhibit 8 shows the average tuition charged during the 1994-95 school year according to school sponsorship. Not surprisingly, private schools had the highest average tuition, since they do not have parish or diocesan support. Diocesan schools charged the lowest average tuition, maybe because diocesan funds are used to support such schools and because many of these schools are located in poor areas of the country. The fact that interparochial schools charge a higher tuition than parish schools may give some support to the opinion that less support from the sponsoring parishes is given to interparochial schools than to the typical parish schools. This phenomenon has also been noted in the last two reports.

Exhibit 8
Average Tuition by Sponsorship

Sponsorship	Tuition
Parish	$1,264
Private	$2,542
Interparochial	$1,317
Diocesan	$1,249
National	$1,303

Average Tuition and Fees Received

In an effort to derive an average tuition and fees or cost to all parents, the instrument asked respondents to indicate the average tuition and fees the school received for each child. The respondents were instructed to use the figure for the total tuition and fees received from all students and then divide that amount by the total number of students in the school. The average of these responses came to $1,280. This is $174 higher than the cost in 1992-93. This average cost for the 1994-95 school year is $23 less than the average tuition cost for the first child, $1,303. Several

reasons account for this: Most of the schools (87%) had a sliding tuition scale for families in the parish with more than one child in the same school; most of the schools (about 82%) had different forms of tuition assistance; and in some of the schools tuition varied according to grade level. See Exhibit 9 for the averages by region, location, and sponsorship.

Exhibit 9
Average Tuition and Fees Schools Received by Region, Location, and Sponsorship

	Tuition and Fees Received
Region	
New England	$1,202
Mideast	$1,254
Great Lakes	$1,005
Plains	$ 824
Southeast	$1,584
West/Far West	$1,857
Location	
Inner City	$1,434
Urban	$1,354
Suburban	$1,331
Rural	$ 920
Sponsorship	
Parish	$1,227
Private	$2,978
Interparochial	$1,269
Diocesan	$1,243
National	$1,280

The average cost to parents of $1,280 is about 60% of the average per-pupil cost ($2,145) for the 1994-95 school year. This percentage is four percentage points higher than the average percentage that was calculated from responses to questionnaire item #37, which asked respondents to indicate the percentage of their income from tuition and fees.

Tuition Assistance

In about 82% of the Catholic elementary schools surveyed, some form of tuition assistance was offered. Tuition assistance varied slightly according to location of the school. While the average tuition was highest in the West/Far West, almost 95% of the schools in that part of the country offered tuition assistance. In the Mideast, only 70% of the schools offered tuition assistance. Exhibit 10 shows the percentages of schools in 1994-95, according to region, location, and sponsorship, that offered tuition assistance.

Exhibit 10
Percentage of Schools That Offered Tuition Assistance by Region, Location, and Sponsorship

Region	**% Schools**
New England	83.3
Mideast	70.0
Great Lakes	82.6
Plains	82.6
Southeast	87.1
West/Far West	94.2
Location	
Inner City	83.3
Urban	73.3
Suburban	86.0
Rural	84.1
Sponsorship	
Parish	82.2
Private	80.0
Interparochial	83.6
Diocesan	82.9
National	82.1

Tuition for Non-Parish Students

Over 62% of the Catholic elementary schools in this study had a separate tuition scale for students who were not members of the parish that sponsored the school. An average of about 23% of the student body did not belong to the parish sponsoring the school.

Tuition for Catholic students from other parishes

The average tuition for one Catholic child who was not a member of the parish, an average 13% of the student body, was $1,766 during 1994-95. This is 135% of the average tuition charged to one Catholic student within the parish. Rural schools charged the lowest average tuition for such students, $1,231. Schools in the Southeast charged the highest average tuition for such students, $2,109.

Tuition for non-Catholic students

During the 1994-95 school year, 11.8% of the students enrolled in all Catholic elementary schools and 18.5% of students enrolled in Catholic middle schools were non-Catholic (Brigham, 1995). In this study, almost 11% of the students were identified as non-Catholic.

The average tuition for one non-Catholic child in a Catholic school was $1,884. This is 145% of the average tuition charged for one Catholic student within the parish and 107% of the average tuition charged for one Catholic student who was not a member of the parish. The tuition for a non-Catholic student is 88% of the average per-pupil cost. Exhibit 11 presents a comparison by region, location, and sponsorship of the average tuition scales for non-parishioners during the 1994-95 school year.

Exhibit 11

Comparison of Special-Tuition Scale Averages for Catholic Non-Parishioners and Non-Catholic Students by Region, Location, and Sponsorship

	Non-Parishioner Tuition	Non-Catholic Tuition
Region		
New England	$1,546	$1,560
Mideast	$1,690	$1,702
Great Lakes	$1,681	$1,716
Plains	$1,483	$1,499
Southeast	$2,109	$2,224
West/Far West	$2,053	$2,468
Location		
Inner City	$1,709	$2,038
Urban	$1,813	$1,885
Suburban	$1,998	$2,088
Rural	$1,231	$1,343
Sponsorship		
Parish	$1,738	$1,886
Private	NA	$2,269
Interparochial	$1,831	$1,834
Diocesan	$1,773	$1,864
National	$1,766	$1,884

NA = Not applicable to private schools

COST OF MATERIALS

The schools were asked to approximate the per-pupil cost of instructional materials that students purchased in 1994-1995. They were instructed to exclude the cost of materials received under state or federal loan programs. The average cost of materials paid for by parents was $176. See Exhibit 12 for the averages by region, location, and sponsorship.

Exhibit 12
Average Per-Pupil Cost of Materials by Region, Location, and Sponsorship

	Tuition and Fees Received
Region	
New England	$154
Mideast	$145
Great Lakes	$149
Plains	$128
Southeast	$244
West/Far West	$232
Location	
Inner City	$163
Urban	$193
Suburban	$197
Rural	$117
Sponsorship	
Parish	$172
Private	$284
Interparochial	$170
Diocesan	$163
National	$176

PARISH SUBSIDY

In this study, parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund-raisers. Parish subsidy did not include parish debt service or capital improvements.

Schools That Received a Subsidy

Over 87% of the Catholic elementary schools received a parish subsidy during the 1994-95 school year. This is down two percentage points from the figure reported two years ago.

Inner-city schools have the lowest percentage of schools receiving a parish subsidy. Only about 76% of the inner-city schools received a parish subsidy in 1994-95, which is down about four percentage points in the two years since the last study was done. The finances of many inner-city parishes have been severely strained. More of these parishes seem to require the schools to carry their full financial cost. The percentages of rural, urban, and suburban schools that were parish-subsidized are within three percentage points of one another.

According to this study, the geographic region in which the school is located also seems to be associated with receipt of a parish subsidy. The Great Lakes and Plains states have the highest percentages of schools that received a parish subsidy, while the New England and West/Far West states have the lowest percentage of schools that were parish-subsidized. This may explain why the tuitions were highest in the West/Far West. The reason why the low percentage of schools in New England received a parish subsidy is unclear. Exhibit 13 presents the percentage of schools with a parish subsidy by region, location, and sponsorship.

Exhibit 13
Percentage of Schools That Received a Parish Subsidy by Region, Location, and Sponsorship

Region	**% Schools**
New England	80.0
Mideast	85.8
Great Lakes	93.5
Plains	91.4
Southeast	84.3
West/Far West	81.7
Location	
Inner City	76.0
Urban	88.6
Suburban	90.2
Rural	90.8
Sponsorship	
Parish	89.6
Private	NA
Interparochial	86.9
Diocesan	87.5
National	87.3

NA = Not applicable to private schools

FUND-RAISING

Fund-raising was extensive; less than 4% of the schools indicated that they did not hold fund-raisers to generate funds directly for the school. Exhibit 14 shows the percentages of schools that held various types of fund-raisers during the 1994-95 school year.

Exhibit 14
Percentages of Schools That Held Various Fund-raising Activities

Fund-raiser	% Schools
Candy Sale	57.0
Raffle	44.2
Socials	31.8
Bingo	30.5
Carnival	25.9
Magazine Sale	25.5
Bazaar	23.2
Auction	22.5
Booster Club	20.9
Other	66.3

Over the last two years, candy sales have decreased eight percentage points. The largest increase was in booster clubs, which is up eight percentage points. All of the other fund-raisers listed above have increased except socials, which is down four percentage points.

The major responsibility for these fund-raisers was carried out by the parent group in 51% of the schools and by the school personnel in about 12% of the schools. In over 34% of the schools, fund-raising duties were shared by the school staff and the parent organization.

ENDOWMENT FUND

In this study, an endowment or development fund was defined as capital that was set aside specifically to provide revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. Only within the last ten years, however, have a substantial number of parish elementary schools begun to set up such a program. In this study, 40% of the schools had an endowment program. This is an increase of three percentage points in two years. As would be expected, private schools had the highest percentage of endowments, 60% of the schools. Rural schools had the highest percentage of endowment programs (45%) when the location of the schools is considered. Only about 33% of the suburban schools had an endowment program. In contrast, over 37% of inner-city schools had established endowments. These inner-city schools have been able to tap the resources of the alumni who have deep feelings for the schools that provided them with formative education. The percentage of inner-city schools with an endowment fund increased by nine percentage points during the last two years. Endowment funds were nearly twice as common in the Plains, the Southeast, and the West/Far West regions as they were in the New England and the Mideast regions.

Exhibit 15 presents by region, location, and sponsorship the percentage of schools in 1994-95 that had an endowment fund, the average percentage of their total school income that came from their endowment fund, and the amount of the principal of the endowment fund.

Exhibit 15

Percentage of Schools with an Endowment Fund, Average Percentage of Total Revenue Received from the Endowment Fund, and Average Endowment Fund Principal by Region, Location, and Sponsorship

Region	% School Endowments	% Total Revenue Received	Endowment Principal
New England	22.9	0.40	$ 56,931
Mideast	19.9	0.96	$ 168,280
Great Lakes	42.0	1.87	$ 339,921
Plains	50.0	1.85	$ 190,570
Southeast	53.6	1.05	$ 125,168
West/Far West	53.9	1.21	$ 204,553
Location			
Inner City	37.4	1.26	$ 82,811
Urban	43.8	0.95	$ 217,225
Suburban	33.3	0.84	$ 348,342
Rural	44.9	2.95	$ 182,016
Sponsorship			
Parish	37.3	1.11	$ 149,637
Private	60.0	1.19	$1,589,223
Interparochial	45.0	2.14	$ 212,427
Diocesan	48.8	2.38	$ 141,066
National	39.8	1.34	$ 220,274

The actual revenue from endowments decreased by three percentage points over the two-year period since the last study. The dollar value of the endowment funds, however, rose by almost $50,000 in the last two years. This is a sign of hope for the future.

Based on all the schools in this survey, only 1.34% of the schools' per-pupil cost came from their endowment fund.

SUMMARY OF SCHOOL INCOME

The respondents to the survey were asked to indicate the percentages of school income that came from tuition and fees, school fund-raising, endowment, parish subsidy, and other sources. From the handwritten responses on many of the response sheets, it is clear that respondents' averages were estimates rather than exact mathematical averages. Exhibit 16 presents the averages of the percentages respondents listed.

Exhibit 16
Average Percentages of School Revenue from Various Sources

Source	% Total Revenue
Tuition and Fees	55.5
School Fund-raising	9.5
Endowment	1.3
Parish Subsidy	28.3
Other	5.3

During the last two years, the percentage of income from tuition and fees has increased by over three percentage points, and the percentage of income from parish subsidy has decreased by over six percentage points.

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CHAPTER 3
EXPENSES

PER-PUPIL COST

In this study, the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing that sum by the total number of students in the school.

The U.S. Department of Education's National Center for Education Statistics (1995) projected that the current expenditure per pupil in government-sponsored schools in average daily attendance for 1995 would be $6,084.

According to this research, the average per-pupil cost for the 1994-95 school year for Catholic elementary school students was $2,145. In rural Catholic elementary schools the per-pupil cost is about $130 less than the national average. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1992-93 school year as $2,044 (Kealey, 1994). The 1995 figure represents an increase of $101, or 5%, over the two-year period.

The median per-pupil cost for Catholic high school students during the 1993-94 school year was $4,120 (Guerra, 1995).

The average per-pupil tuition and fees Catholic elementary school students paid during the 1994-95 school year was $1,280. This means that more than half (60%) of the national average per-pupil cost was covered by the average tuition and fees schools received. This is six percentage points higher than two years ago. Exhibit 17 shows by region, location, and sponsorship the average per-pupil cost, the average per-pupil tuition and fees received, and the actual percentage of the per-pupil cost covered by the per-pupil tuition and fees received.

Exhibit 17

Averages of Per-Pupil Cost and Per-Pupil Tuition and Fees Received; Actual Percentage of Per-Pupil Cost Covered by Tuition and Fees Received by Region, Location, and Sponsorship

Region	Cost	Tuition and Fees Received	% Cost Covered by Tuition and Fees
New England	$1,886	$1,201	63.7
Mideast	$2,165	$1,254	57.9
Great Lakes	$2,065	$1,005	48.7
Plains	$2,065	$ 824	39.9
Southeast	$2,286	$1,584	69.3
West/Far West	$2,276	$1,857	81.6
Location			
Inner City	$2,186	$1,434	65.6
Urban	$2,221	$1,354	61.0
Suburban	$2,105	$1,331	63.2
Rural	$2,018	$ 920	45.6
Sponsorship			
Parish	$2,096	$1,227	58.5
Private	$3,144	$2,978	94.7
Interparochial	$1,192	$1,269	57.9
Diocesan	$2,164	$1,243	57.4
National	$2,145	26 $1,280	59.7

SALARIES - ADMINISTRATORS

Principals

Two years ago, the percentage of lay principals (*lay* refers to people who are not members of religious communities or are not priests) and the percentage of priests/religious principals were equal. In this study, over 80% of the Catholic elementary school principals were women. Ninety-seven percent of the principals were full-time administrators. In the rural sections of the Great Lakes and Plains states, 4% of the principals were part-time principal and part-time teacher.

Exhibit 18 shows the percentages of principals in 1994-95 who belonged to different vocations.

Exhibit 18
Percentages of Principals by Vocation

Vocation	% Principals
Priest	1.7
Brother	4.4
Sister	40.7
Total Priests/Religious	46.8
Layman	13.3
Laywoman	39.9
Total Laity	53.1

Members of religious communities

Principals who were members of religious communities or priests composed 47% of the 587 respondents in this study. Priests made up less than 2% of this number and brothers, less than 5% of this number. This total percentage of priests and members of religious communities who were Catholic elementary school principals is six percentage points lower than the figure reported in 1991.

The average stipend for religious sisters who were administrators was $20,274 in 1994-95, over $4,000 more than two years ago. This increase may reflect a practice adopted by many dioceses of beginning to bring the stipends of religious into closer alignment with salaries of lay people. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the school may furnish the religious with a residence and other materials needed for daily living. The costs associated with these other expenses are not included in the average stipend cited above.

Laywomen and laymen

In this study, laywomen and laymen composed about 53% of the principals. The average salary for these administrators of Catholic elementary schools was $34,520. The National Association of Elementary School Principals (Forsyth & Brown, 1995) reported the average salary of its members for 1995 to be $58,589. Exhibit 19 shows the salaries of lay principals for 1994-95 by region, location, and sponsorship.

Exhibit 19
Average Salary of Lay Principals by Region, Location, and Sponsorship

Region	Salary
New England	$29,520
Mideast	$34,912
Great Lakes	$33,051
Plains	$33,602
Southeast	$34,199
West/Far West	$38,277
Location	
Inner City	$33,652
Urban	$35,092
Suburban	$37,789
Rural	$29,644
Sponsorship	
Parish	$34,126
Private	$39,000
Interparochial	$35,927
Diocesan	$36,021
National	$34,520

Exhibit 20 shows how the salaries of lay principals in Catholic elementary schools were distributed in 1994-95.

Exhibit 20
Percentages of Lay Principals in Set Salary Ranges

Salary	% Lay Principals
Below $19,999	2.5
$20,000-$29,999	23.3
$30,000-$39,999	48.0
$40,000-$49,999	20.8
$50,000-$59,999	4.7
$60,000 and higher	0.4

The average annual salary of lay principals in Catholic secondary schools for the 1993-94 school year was $51,000 (Guerra, 1995).

Assistant Principals

In this study, about 31% of the schools had an assistant principal. These assistant principals were most often found in schools in the West/Far West (57%) and least often found in New England schools (17%).

In the 31% of the schools that had an assistant principal, this position was a full-time position in over 34% of the cases. Over 50% of these schools in the Southeast had a full-time assistant principal. Less than 20% of these rural schools had a full-time assistant principal, and more than 57% of these private schools had a full-time assistant principal.

Sisters who occupied this full-time position in 1994-95 received an average stipend of $18,068, and lay people received an average salary of $30,762. The lay person's average salary increased about $2,700 over the last two years.

SALARIES - TEACHERS

Average Salary

The American Federation of Teachers (1995) reported that teachers in government-controlled schools earned an average salary of $36,744 for the 1994-95 school year. Teachers in Connecticut received the highest, $50,389, and teachers in South Dakota, the lowest, $26,037.

The average salary of Catholic elementary school lay teachers with a bachelor's degree and higher degrees as determined by this research was $20,716. This is $1,584 more, or 8% higher, than the average reported two years ago but nearly 45% lower than the average salary for teachers in government-run schools during 1994-95.

The median (midpoint of all salaries) lay teacher salary in Catholic secondary schools for 1993-94 was $26,800 (Guerra, 1995).

Exhibit 21 shows the percentages of lay teachers' salaries that fell within set ranges during the 1994-95 school year.

Exhibit 21
Percentages of Lay Teachers in Set Salary Ranges

Salary	% Teachers
Below $9,999	1.2
$10,000-$14,999	7.1
$15,000-$19,999	35.0
$20,000-$24,999	40.3
$25,000 and above	16.4

Salaries differed according to the location of the school. In 1994-95, the average salary of teachers in Catholic elementary suburban schools, $22,459, was over $1,700 more than the national norm, while the average salary for rural school teachers, $18,014, was about $2,700 less than the national norm. Urban and inner-city schools' average salaries were very close to the national average.

Salaries also differed in 1994-95 according to the geographic regions in which the schools were located. Catholic elementary schools in the West/Far West paid the highest average salary in the country, $22,864, over $2,000 more than the national norm. Schools in the Plains states paid the lowest average salary, $18,651, about $2,000 less than the national norm. The four other regions paid close to the national norm.

Beginning Teachers' Salaries

A beginning lay teacher with a bachelor's degree earned an average of $16,602 teaching in a Catholic elementary school during the 1994-95 school year.

The average salary of a beginning lay teacher with a bachelor's degree in a Catholic secondary school for the 1993-94 school year was $19,000 (Guerra, 1995).

A beginning lay teacher with a bachelor's degree teaching in a rural Catholic elementary school during 1994-95 earned an average of $15,155, about $1,500 less than the national norm for all beginning Catholic elementary school teachers with the same degree. A teacher beginning to teach in the West/Far West earned an average of $18,303, which is $1,700 more than the national norm for beginning teachers in Catholic elementary schools.

The average salary of a beginning lay teacher with a master's degree was $18,184 in 1994-95, over $1,200 more than the figure reported two years ago. The master's degree earned for this teacher over $1,500 more in salary than a beginning teacher with a bachelor's degree earned, according to this study. This difference is about $300 more than that reported two years ago.

In this study, a beginning teacher with a master's degree in a rural Catholic elementary school earned an average of $16,595, about $1,600 less than the national norm. A person with the same qualification who taught in the West/Far West earned over $2,500 more than the national norm, or an average of $20,738.

Highest Teachers' Salaries

For the 1994-95 school year, the average salary of the highest paid lay teachers in the 587 Catholic elementary schools that participated in this research was $25,706, which is over $11,000 less than the average ($36,744) of all teachers in government-operated schools.

The average highest salary of Catholic secondary school lay teachers with a master's degree during the 1993-94 school year was $34,400 (Guerra, 1995); this is about $2,000 less than the average paid to all teachers in government-owned schools.

In rural Catholic elementary schools, the average highest lay teacher's salary was $21,245, or $4,400 lower than the national norm. In suburban schools, the average highest salary was $28,344, over $2,600 more than the national norm. The highest paid Catholic elementary school teacher in the Plains region earned an average of $23,475, about $2,200 less than the national norm, while similar teachers in the West/Far West were paid over $2,500 more than the national average of highest salaries for Catholic elementary school teachers.

Exhibit 22 presents the average salaries of lay teachers by region, location, and sponsorship.

Exhibit 22

Average Salaries of Lay Teachers by Region, Location, and Sponsorship

	Beginning Teacher with Bachelor's Degree	Master's Degree	Highest Salary	Average Salary
Region				
New England	$15,448	$16,330	$23,653	$19,325
Mideast	$16,465	$17,745	$25,927	$20,814
Great Lakes	$16,051	$17,480	$25,678	$20,671
Plains	$16,083	$17,794	$23,475	$18,651
Southeast	$16,505	$17,747	$24,617	$19,919
West/Far West	$18,303	$20,738	$28,271	$22,864
Location				
Inner City	$16,743	$18,494	$25,379	$20,786
Urban	$16,578	$18,073	$25,859	$20,632
Suburban	$17,499	$19,034	$28,344	$22,459
Rural	$15,155	$16,595	$21,245	$18,014
Sponsorship				
Parish	$16,621	$18,300	$25,716	$20,728
Private	$16,466	$18,114	$25,332	$19,462
Interparochial	$16,795	$18,120	$26,018	$20,743
Diocesan	$16,214	$16,960	$24,990	$21,001
National	$16,602	$18,184	$25,706	$20,716

Members of Religious Communities

During the 1994-95 school year, religious and priests made up about 9% of the Catholic elementary and middle school educational staff (Brigham, 1995). Many members of religious communities, whether they served as principals or as teachers, received a stipend that was less than the regular salary given to a lay person. During the 1994-95 school year, the average stipend was $17,961 for religious sisters in this study, which is almost $3,800 more than the 1992-93 figure, or an increase of about 27%. The percentage of increase in the stipend for religious is nearly three times the percentage of increase for lay teachers' salaries over the two-year period. A reason for this may be that more dioceses are giving members of religious communities salaries equal to those of lay teachers. When considering the stipend for religious, the reader must recall that in some cases the parish also paid for the upkeep of the residence, an automobile, a cook, a housekeeper, etc. Because of the great variation in these arrangements, no attempt was made to place a monetary value on them.

The average annual compensation (total salary, benefits, housing, transportation, and stipends) for religious women teaching in Catholic secondary schools during the 1993-94 school year was $24,600 (Guerra, 1995).

Part-time Teachers

The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject, such as art, music, or physical education. During the other days of the week, the part-time teacher may have taught in neighboring schools. Such instructors were very common in the schools surveyed; over 80% of the respondents reported employing part-time teachers. Over 85% of these schools reported that the teacher's salary varied according to the person's experience and degrees. The average per-day salary for a part-time lay teacher was $95.

Substitute Teachers

This study defined a substitute teacher as an individual who replaced a teaching staff member for a day or a short period of time when the full-time teacher was sick or absent for another reason. In this study, almost 96% of the schools reported employing substitute teachers for an average salary of $49 per day. In only 14% of the schools did the salary of these people vary according to their degrees and experience.

SALARIES - OTHER PERSONNEL

Secretaries

A school secretary was on the staff of 96% of the schools, and this position was full-time in 89% of the schools. Laywomen constituted almost 87% of these secretaries. The average salary for 1994-95 of a full-time laywoman secretary in a Catholic elementary school was $14,883. Forty-six percent of these secretaries worked 10 months and 33% worked 11 months of the year.

Development Directors

Because of the increased emphasis on development, the study sought to determine the number of development directors in Catholic elementary schools during the 1994-95 academic year. Only 15% of the schools reported that they employed a development director—unchanged in the two years since the last study. Of these schools, almost 32% had a full-time development director; the remainder had a part-time director. The average yearly salary for full-time lay development directors was $28,951.

BENEFITS

The percentages listed below refer to benefits full-time teachers earned in the Catholic elementary schools surveyed. The benefits for those in administrative and staff positions were very similar. Included in this information are data on religious educators and laymen and laywomen.

Ninety-two percent of the schools had some form of a health plan for their educators. In the Plains states and in rural schools, only 82% of the schools had health insurance.

Eighty-nine percent of the respondents had some type of retirement plan for their educators.

Sixty-four percent of the schools offered their educators some form of life insurance.

Sixty-four percent of the respondents offered some form of unemployment compensation.

Forty-nine percent of the schools had some type of dental plan for their educators.

In 69% of the schools, the diocesan school office gave final approval for all the benefits. In 20% of the schools, the pastor made this decision.

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CHAPTER 4
SPECIAL ISSUES

PREKINDERGARTEN PROGRAMS

During the 1994-95 academic year, 48% of the Catholic elementary schools in this study conducted prekindergarten programs. Since the 1988-89 school year, the number of schools with prekindergarten programs has grown by more than 38%. Since the 1982-83 school year, when NCEA first started tracking enrollment in prekindergarten programs, the number of students attending Catholic school prekindergarten programs has grown by more than 400% (Brigham, 1995). Over the last two years, the West/Far West has seen the greatest increase in prekindergarten programs. The increase in the Southeast was over ten percentage points. The Mideast had the least growth, but almost 60% of the schools there had such programs.

Exhibit 23 shows the percentage of prekindergarten programs by region, location, and sponsorship.

Exhibit 23
Percentage of Schools with Prekindergarten Programs by Region, Location, and Sponsorship

Region	**% Schools**
New England	36.1
Mideast	59.3
Great Lakes	45.3
Plains	36.6
Southeast	57.8
West/Far West	41.8
Location	
Inner City	54.9
Urban	51.0
Suburban	40.7
Rural	47.3
Sponsorship	
Parish	46.3
Private	55.0
Interparochial	55.7
Diocesan	48.8
National	48.0

Of the prekindergartens operating in Catholic elementary schools, over 23% were full-day programs. In 14% of the schools, parents were given the option of sending their children to either a full-day or part-day program. In the inner city, 49% of the Catholic schools with prekindergarten programs had full-day programs.

Nearly 45% of the prekindergarten programs in Catholic elementary schools were conducted for a full week, Monday to Friday.

The average tuition charged in 1994-95 for a child who was a parishioner in a full day, five-days-a-week prekindergarten program was $1,883, an increase of about $270 in two years. The national average tuition for half-day, five-days-a-week prekindergarten programs was $1,229. Exhibit 24 shows the average tuition for full-day, five-days-a-week and half-day, five-days-a-week prekindergarten programs by region, location, and sponsorship.

Exhibit 24

Average Tuitions for Full-Day and Half-Day, Five-Days-a-Week Prekindergarten Programs by Region, Location, and Sponsorship

	Full-Day Tuition	Half-Day Tuition
Region		
New England	$2,098	$1,519
Mideast	$2,045	$1,151
Great Lakes	$1,623	$ 938
Plains	$2,073	$ 919
Southeast	$1,923	$1,167
West/Far West	$1,681	$1,873
Location		
Inner City	$1,885	$1,183
Urban	$1,876	$1,377
Suburban	$1,894	$1,215
Rural	$1,884	$ 903
Sponsorship		
Parish	$1,749	$1,069
Private	$3,603	$2,239
Interparochial	$2,017	$1,700
Diocesan	$1,492	$1,162
National	$1,883	$1,229

KINDERGARTEN PROGRAMS

In this study, 91% of the Catholic elementary schools conducted kindergarten programs during the 1994-95 school year. There has been virtually no increase in this number in the last two years. This may be due to the fact that all the schools that had space for kindergarten programs put them in operation. The remaining 9% of the schools simply did not have the space for such programs. Only 80% of the rural Catholic elementary schools had kindergarten programs. All the other categories of schools are within five percentage points of the national average, except schools in the Great Lakes states (85%).

Fifty-seven percent of these Catholic elementary schools offered full-day kindergarten programs, and virtually all of them (95%) were full-week programs. Wide variability exists in all the categories regarding the percentage of schools that offered full-day kindergarten programs.

During the 1994-95 school year, the average tuition for a full-day, five-days-a-week kindergarten program was $1,421; for a half-day, five-days-a-week kindergarten program the average tuition was $989.

Exhibit 25 presents the percentage of full-day kindergarten programs and their average tuition by region, location, and sponsorship.

Exhibit 25

Percentage of Schools with a Full-Day, Five-Days-a-Week Kindergarten Program and Average Tuition by Region, Location, and Sponsorship

	% Schools	Tuition
Region		
New England	50.0	$1,395
Mideast	62.3	$1,338
Great Lakes	41.6	$1,343
Plains	46.8	$1,091
Southeast	80.9	$1,579
West/Far West	62.8	$1,630
Location		
Inner City	73.4	$1,462
Urban	63.7	$1,467
Suburban	38.7	$1,539
Rural	56.2	$ 977
Sponsorship		
Parish	54.5	$1,338
Private	76.5	$2,915
Interparochial	71.4	$1,469
Diocesan	48.7	$1,306
National	56.9	$1,421

EXTENDED-DAY PROGRAMS

In this study, an extended-day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents or other guardians were not available to take care of them. These programs existed in 56% of the Catholic elementary schools in this sample. This is an increase of seven percentage points since the last study.

In the inner city, about 66% of the Catholic elementary schools had such programs (up 12 percentage points since 1992-93), while in rural areas, these programs were conducted in only 32% of the schools, an increase of six percentage points.

Exhibit 26 presents the percentage of schools with an extended-day program by region, location, and sponsorship.

Exhibit 26
Percentage of Schools with an Extended-Day Program by Region, Location, and Sponsorship

Region	**% Schools**
New England	45.7
Mideast	58.5
Great Lakes	44.0
Plains	32.4
Southeast	77.5
West/Far West	76.0
Location	
Inner City	65.7
Urban	61.7
Suburban	58.8
Rural	32.1
Sponsorship	
Parish	55.9
Private	63.2
Interparochial	60.7
Diocesan	46.3
National	56.1

The average cost to the parents for these programs was $2.50 per hour. Most of the schools that had extended-day programs allowed children in all grades to attend.

DAY-CARE PROGRAMS

Only 11% of the schools in this study had formal day-care programs. This low percentage may be due to the fact that so many schools had full-day prekindergarten and kindergarten programs and extended-day programs. School administrators may prefer these models because they parallel the school program more closely. A common occurrence is for a parish to have a day-care program that is completely separate from the school. In day-care programs associated with Catholic elementary schools, the average cost to parents per hour was $3.55.

CHILDREN WITH SPECIAL NEEDS

Schools in this study reported an average of about 15 students who were classified as disabled.

Twenty-four percent of the schools indicated that they had programs for gifted students. In the Mideast, 33% had such programs, while the New England states had the lowest number, 9%.

TECHNOLOGY

Eighty-three percent of the schools in this study had computer labs during the 1994-95 school year. In the Mideast, 89% of the schools had computer labs; the Southeast had the lowest percentage, 79%. In the average computer lab were 18 computers, and students spent an average of 51 minutes per week in the lab. Sixty-eight percent of the classrooms had computers, and the typical classroom had two computers in it.

SCHOOL LUNCH PROGRAMS

Sixty-seven percent of the schools offered some cafeteria service for lunch. Of those schools with cafeteria service, in 71% of them the program was school-owned.

Fifty-four percent of the schools participated in the free or reduced-price lunch program.

SUMMER SCHOOL

Twenty percent of the Catholic elementary schools in this study conducted a summer school during the 1995 summer. Thirteen percent had a combination of summer school and recreational programs. Only 4% of the schools conducted some type of educational/recreational program during Christmas recess, spring recess, and other times during the school year when school was not in session.

SCHOOL UNIFORMS

Eighty-four percent of the schools required the students to wear a uniform during the 1994-95 school year. In the Southeast, 96% of the schools required a uniform, while the Great Lakes states had the lowest number of schools requiring uniforms, 73%.

ADULT VOLUNTEERS

Adults provided voluntary service in 95% of the schools. All geographic regions of the country are within two percentage points of this number. Adults served as classroom aides in 71% of the schools, as lunchroom aides in 56%, as schoolyard monitors in 54%, and as office aides in 48%.

REFERENCES

Brigham, F. H. (1995). *United States Catholic Elementary and Secondary Schools 1994-95: Annual Statistical Report on Schools, Enrollment and Staffing*. Washington, DC: National Catholic Educational Association.

CHAPTER 5

RESPONDENTS' COMMENTS

INVITATION

The very last question on the questionnaire invited the respondents to share their thoughts about financing their school with the wider Catholic school community. Of the 587 questionnaires that were included in this study, 217 respondents wrote some comment on their form. This is almost 40% of the respondents.

ASSISTANCE

The most common reply was a call for assistance in financing the Catholic school. In reading between the lines the respondents wrote, it became very clear that finances was a major concern of theirs and the respondents felt that the continuation of the school depended upon its financial stability.

The comments also revealed that many of the respondents were not aware of some of the programs that exist to ensure the financial stability of schools. Calls for help in the area of development were plentiful. For eight years the NCEA Department of Elementary Schools has conducted the Development Training Program. In this program, a member of the NCEA staff travels to a particular cluster of eight or more schools and provides two days of training in development practices. At the conclusion of this two-day session, the participating schools/parishes receive "homework." The program demands accountability on the part of those who participate in it. Three months later, the staff person returns, reviews the homework, and presents new material. The program leads the local teams in a step-by-step manner through the basics of development. The local groups participate in four such two-day sessions over the course of the year. At the end of the program, if the schools/parishes carried out their homework, they will have established their own development program. As effective as this training program has been, the large number of respondents who seemed to know nothing about it shows that NCEA needs to do a better job of advertising it.

Many comments centered on parental choice in education. Although NCEA cannot lobby for any particular legislation, it has a responsibility to inform its members about the issue. In response to the mandate of the 1991 National Congress on Catholic Schools for the 21st Century, NCEA has provided its membership with a wealth of information on this topic. Three years ago, the association hired a public-policy research associate whose responsibility is to keep the executive staff knowledgeable about issues related to public policy. Articles have been published in its official quarterly journal *Momentum* and in its bimonthly newsletter *NCEA Notes*. Many sessions at the association's annual convention have been devoted to this topic, and the association has produced videos and pamphlets to educate parents about this topic. Again, the comments indicate that NCEA has not effectively communicated to its membership all that it has done in this area.

FUND-RAISING

Most of the comments were devoted to fund-raisers. While schools will probably always have to be involved in some fund-raising, the large number of comments devoted to this topic and the few comments devoted to development practices indicate a lack of understanding of the need to move from fund-raising to development. Fund-raising generally is concerned only with the immediate, while development practices commit the institution to a secure future. One respondent wrote, "There is a need to shift from relying totally on a fund-raising mode to beginning a development process which identifies and involves possible benefactors."

Although many different fund-raisers were mentioned, no comment referred to candy sales, which was a major fund-raiser for 57% of the schools.

From the glowing comments of several respondents, the most successful and least intrusive fund-raising program was the scrip program. In this program, the school/parish buys at a discount coupons or certificates from

supermarkets or other stores and sells them to people in the community at their face value. One school mentioned that in the first year of the program it raised over $35,000.

DEVELOPMENT

Several respondents commented favorably on a variety of development practices. The most common development practice cited in the comments was an annual appeal to the alumni. One school wrote that it received over $4,000 in its first appeal. Another school showed the power of this appeal by stating, "A letter to the graduates of the grade school over a period of one year resulted in funding to build a 1.6 million dollar structure." The writer ended this comment by telling the Catholic school community, "Don't be afraid to ask—miracles can happen."

Several writers mentioned that a special collection was held once a month to fund tuition assistance. Several schools also mentioned that they had an "adopt-a-student" program whereby people paid all or part of the tuition of a student.

STEWARDSHIP

As was indicated in Chapter 2, over 20 schools had some form of stewardship program. A few of the comments reflected very favorably on these programs; other comments requested information about them. NCEA published in 1994 the book *Stewardship and the Catholic School Tuition Program*. The authors of this 56-page publication took the principles of stewardship and applied them to the responsibility of paying for a child's education in a Catholic school. The book also explained how parish stewardship complements the stewardship in the school.

MANAGEMENT

Several schools mentioned how they had used a third party to collect tuition. Having done this, their rate of uncollected tuitions dropped dramatically; in several cases, all the tuition payments were collected by the end of each school year. This was one of the reasons why the NCEA Board of Directors endorsed the SMART Tuition Management Program several years ago. Effective financial management is a key element in ensuring the financial stability of the school.

PRAISE

A large number of the written comments paid tribute to the work of the parents in all of their various efforts to ensure the financial stability of the school. One respondent wrote, "Good participation and energetic parents are the key to our success."

A significant number of respondents also paid tribute to their pastors for their support of the Catholic school. One principal wrote, "A parish must have an excellent pastor: homilies, hard work, commitment to excellence, interpersonal skills, and stewardship."

One respondent summed up what makes the school financially secure by writing, "We have a very active and willing parish that supports our school and a pastor who really believes in Catholic schooling." Five years ago the National Congress on Catholic Schools for the 21st Century called on all Catholics in the community to support the school. Experience from the field verifies this direction.

APPENDIX A

1994-1995 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES COVER LETTER, QUESTIONNAIRE, AND RESPONSE SHEET

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

September 8, 1995

To: Catholic Elementary School Principal

From: Robert J. Kealey, Ed.D., Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 1994-1995 School Year**

I ask your assistance in a most important project that will benefit you, your school community, and the entire Catholic elementary school community. I need you to complete the attached questionnaire on the finances of your school for the last school year. Since you and about 1,000 principals of other Catholic elementary schools have been chosen by a random sample method, this combined information will provide an accurate picture of the financing of Catholic elementary schools for the last school year. This will help you, your school community, and all other Catholic elementary schools prepare budgets for the next school year. Accurate financial information is essential as the passage of parental choice in education legislation nears.

Several questions may arise about this request.

Why was this school chosen? This school was selected based on specific criteria which would ensure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true; you and the information from your school are very important to the success of this project. Your completing the survey ensures that we have a true cross section of all Catholic elementary schools.

Will the information that you supply be confidential? I assure you, all the information that you supply to NCEA will be held in the strictest confidence. Information about any individual school will not be made available to any source by me or anyone in NCEA. Reports based on the data that you and your colleagues supply will be presented for the following areas: (1) national norms; (2) regional norms; (3) type of school (inner city, urban, suburban, rural); (4) norms according to the size of the school. Information will not be presented on any individual school, diocese, or even state.

Why is there a label with the name of the school on the top of the response form? (1) If any information on the label is incorrect, I ask that you please correct it. The label allows me to determine the geographic region in which the school is located. (2) I need to know which schools have replied in order to ensure our sample is truly national. (3) The label also allows me to send a complimentary copy of the financial report to those schools that have participated in the study. This is a small way of thanking you for your assistance.

Why is the information asked for the 1994-1995 school year? This is the last completed school year. Therefore, all your financial reports for the year are closed. This provides accurate data rather than data based on predictions for this school year.

How long will it take to complete the questionnaire? I think you will take about 20 minutes to complete the report. Although there are about 100 questions, many of these you can answer without looking up data. A copy of your end-of-year financial report for last school year will provide most of the information that you cannot recall from memory.

When is the report due back to NCEA? I would like the report back as soon as possible. This will enable us to begin to enter the data, which you can imagine is quite a task because 1,000 schools will respond. Our goal is to analyze the data and have results available at the end of January 1996 so you can use the information as you set budgets for the following school year. I do request that all questionnaires be returned to me by October 9, 1995.

I thank you for your help with this project. Your assistance will enable us to provide accurate data as we move forward with our efforts to secure for our parents the financial support to choose the school that they believe is best for their children. Your assistance provides all Catholic schools with a guide when they set tuitions and salaries for the next year. Your assistance manifests your oneness with the entire Catholic elementary school community.

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706

1994-1995 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

National Catholic Educational Association · Department of Elementary Schools

DIRECTIONS:

a) Please use the response sheet for all your answers and give information for the 1994-1995 school year.

b) On the response sheet, please circle the letter that best represents your answer or write the requested percentage, dollar amount, or other specific response on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1. On the response sheet, please circle the one letter that best describes the location of the school in 1994-95.
   a) inner city b) urban (non-inner city)
   c) suburban d) rural

2. In what state is the school located?

3. On the response sheet, please circle the one letter that best describes the school.
   a) parish school b) private school
   c) interparochial school d) diocesan school

4. What was the lowest grade (e.g., pre-K, K, 1st, etc.) in the school during 1994-95?

5. What was the highest grade in the school?

6. Did the school have prekindergarten in 1994-95 for children age 4 and younger?
   a) yes b) no

If you answered YES to #6, please answer #7 and #8.
If you answered NO to #6, please go to #9.

7. What was the length of the prekindergarten day?
   a) full day b) part day c) full day and part day

8. How often did prekindergarten students meet?
   a) five days a week b) less than five days
   c) some five days and some less than five days

9. Did the school have kindergarten during 1994-95?
   a) yes b) no

If you answered YES to #9, please answer #10 and #11.
If you answered NO to #9, please go to #12.

10. What was the length of the kindergarten day?
    a) full day b) part day c) full day and part day

11. How often did the kindergarten students meet?
    a) five days a week b) less than five days
    c) some five days and some less than five days

12. Were children in the school eligible to receive Chapter I services in 1994-95?
    a) yes b) no

If you answered YES to #12, please answer #13.
If you answered NO to #12, please go to #14.

13. Did these children receive Chapter I services?
    a) yes b) no

Total annual income is the total amount that the family receives in salaries and other revenues. Please estimate percentages for the 1994-95 school year.

14. On the response sheet, write **the percentage** of your school families that had a total annual income in 1994-95 within each of the following ranges:
    a) % families in $1 - $15,000 range
    b) % families in $15,001 - $25,000 range
    c) % families in $25,001 - $40,000 range
    d) % families in $40,001 - $60,000 range
    e) % families in More than $60,000 range
    100% TOTAL

15. What percentage of your school families had both parents working in 1994-95?

Per-pupil cost is defined as the total cost to educate one child in the school. Please add all the operating costs of the school (exclude debt service or capital expenses) and then divide that sum by the total number of students in the school.

16. What was the per-pupil cost in 1994-95?

Section 2. FINANCING

Tuition is money paid directly to the school for the education of the child. On the answer sheet, please write the tuition for the **full 1994-95 academic year for one child only. This tuition should be only for a child who is a member of the parish.**

17. What was the yearly tuition in 1994-95 for a child in the full-day, five-days-a-week prekindergarten who was a parish member?

18. What was the yearly tuition for a child in the half-day, five-days-a-week prekindergarten who was a parish member?

19. What was the yearly tuition for a child in the full-day, five-days-a-week kindergarten program who was a member of the parish?

Section 2 FINANCING, continued

20. What was the yearly tuition in 1994–95 for a child in the half–day, five–days–a–week kindergarten program who was a member of the parish?

21. What was the yearly tuition for one child for grades 1–8 who was a member of the parish?

22. Was there a tuition scale in 1994–95 for more than one child from the same family?
    a) yes b) no

23. Did the school have a separate tuition scale for Catholic children who were not parish members?
    a) yes b) no

If you answered YES to #23, please answer #24.
If you answered NO to #23, please go to #25.

24. On the response sheet, write the yearly tuition for one Catholic child in grade 1–8 who was not a member of the parish.

25. Did the school have a separate tuition scale in 1994–95 for non–Catholic children?
    a) yes b) no

If you answered YES to #25, please answer #26.
If you answered NO to #25, please go to #27.

26. On the response sheet, write the yearly tuition for one non–Catholic child in grade 1–8.

27. Was there a tuition assistance program in 1994–95?
    a) yes b) no

28. Did the parish and school follow a stewardship program during the 1994–95 school year?
    a) yes b) no

29. On the response sheet, list the percentage of school students in each of the following groups:
    a) % Catholic students who were parish members
    b) % Catholic students who were not parish members
    c) % Non–Catholic students
    100% TOTAL

Materials are non–salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps, and all other fees.

30. On the response sheet, write the approximate **per–pupil cost of materials** in 1994–1995 on the line provided. Do not include the cost of materials supplied by the state or federal government under loan programs.

31. What was the average yearly tuition/fee received per pupil (i.e., total tuition and fees divided by enrollment) in the 1994–95 school year?

School Fund–raising is defined as activities that produce money specifically for the school. Do not include in these activities the money raised for the parish. Those activities will be considered later under parish subsidy.

32. On the response sheet, circle the letter of all the fund–raising activities listed below that generated income directly for the school in the 1994–95 school year.
    a) bingo e) carnival i) socials
    b) bazaar f) magazine sale j) other
    c) booster club g) auction k) none
    d) candy sale h) raffle

33. Who had major responsibility for fund–raising during the 1994–95 school year?
    a) school personnel b) parent group
    c) shared by both d) other

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

34. On the response sheet, indicate whether your school had a school endowment fund in 1994–95.
    a) yes b) no

If you answered YES to #34, please answer #35.
If you answered NO to #34, please go to #36.

35. What was the amount of the principal of the endowment fund in 1994–95?

Parish Subsidy refers to money the parish contributes to the school from sources of income specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment, or parish fund–raisers. Do not include in parish subsidy costs for capital improvement or debt service.

36. Did your school receive a parish subsidy in 1994–95?
    a) yes b) no

37. On the response sheet, list the percentage of income in 1994–95 that came from the following sources:
    a) % from tuition and fees
    b) % from school fund–raising
    c) % from endowment
    d) % from parish subsidy
    e) % from other sources
    100% TOTAL

Section 3. COMPENSATION

Administrative Salaries are the base payments to the person(s) involved in administering the school.

38. On the response sheet, circle the letter that matches the description of your principal in 1994–95.
a) priest b) religious sister c) religious brother
d) layman e) laywoman

39. Did the principal work full-time or part-time?
a) full-time b) part-time

40. What was the yearly compensation of the principal?

41. For how many months during 1994–95 was the principal expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months or less

42. Did the school have an assistant principal in 1994–95?
a) yes b) no

If you answered YES to #42, please answer #43, #44, and #45.
If you answered NO to #42, please go to #46.

43. On the response sheet, circle the letter that matches the description of your assistant principal in 1994–95.
a) priest b) religious sister c) religious brother
d) layman e) laywoman

44. Was the assistant principal a full-time or part-time position?
a) full-time b) part-time

45. What was the yearly compensation of the assistant principal in 1994–95?

46. Did the school have a school secretary in 1994–95?
a) yes b) no

If you answered YES to #46, please answer #47, #48, #49, and #50.
If you answered NO to #46, please go to #51.

47. On the response sheet, circle the letter that matches the description of the secretary in 1994–95.
a) priest b) religious sister c) religious brother
d) layman e) laywoman

48. Was the position of secretary full-time or part-time?
a) full-time b) part-time

49. What was the yearly compensation of the secretary in 1994–95?

50. For how many months during 1994–95 was the secretary expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months or less

51. Did the school have a development director in 1994–95?
a) yes b) no

If you answered YES to #51, please answer #52, #53, and #54.
If you answered NO to #51, please go to #55.

52. On the response sheet, circle the letter that matches the description of your development director in 1994–95.
a) priest b) religious sister c) religious brother
d) layman e) laywoman

53. Was the position of the development director full-time or part-time during the 1994–95 school year?
a) full-time b) part-time

54. What was the yearly salary of the development director in 1994–95?

Full-time Instructional Staff refers to teachers only, who instruct students for a full day for five days a week.

55. On the response sheet, indicate whether some full-time teachers were members of a religious community in 1994–95.
a) yes b) no

If you answered YES to #55, please answer #56.
If you answered NO to #55, please go to #58.

56. How were members of religious communities compensated in 1994–95?
a) stipend b) salary

If you answered a to #56, please answer #57.
If you answered b to #56, please go to #58.

57. On the response sheet, write the amount of the yearly stipend in 1994–95 of members of religious communities.

58. Did the school have lay teachers on the staff in 1994–95 who did not have a bachelor's degree?
a) yes b) no

If you answered YES to #58, please answer #59, #60, and #61.
If you answered NO to #58, please go to #62.

Section 3. COMPENSATION (continued)

59. On the response sheet, write the yearly salary in 1994–95 of a nondegreed beginning lay teacher.

60. What was the highest yearly salary in 1994–95 that a nondegreed lay teacher earned?

61. What was the average yearly salary in 1994–95 for all nondegreed lay teachers?

62. What was the yearly salary in 1994–95 of a beginning lay teacher with a bachelor's degree?

63. What was the yearly salary of a lay teacher with a master's degree who had no experience teaching?

64. What was the highest salary in 1994–95 that a lay teacher on your staff earned?

65. What was the average yearly salary in 1994–95 of all the lay teachers on your staff with degrees?

66. What was the average salary in 1994–95 of **all lay teachers (those with a degree and those without a degree)** on your staff?

67. On the response sheet, circle the letter that matches the following benefit programs for teachers to **which the school contributed in 1994–95**.
    a) Social Security
    b) health insurance
    c) dental program
    d) retirement
    e) life insurance
    f) unemployment compensation

68. Who gave **final** approval to the benefit program?
    a) diocese
    b) individual teachers
    c) contract with teacher union
    d) area parishes
    e) school board
    f) pastor

Part-time Teachers are instructors who teach a particular subject for a few days each week.

69. On the response sheet, indicate whether part-time teachers were on your staff in 1994–95.
    a) yes b) no

If you answered YES to #69, please answer #70 and #71.
If you answered NO to #69, please go to #72.

70. Did the salary of part-time lay teachers vary according to academic credentials and teaching experience?
    a) yes b) no

71. What **average** salary did part-time lay teachers earn **per day** in 1994–95? **(NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

72. On the response sheet, indicate whether your school employed substitute teachers in 1994–95.
    a) yes b) no

If you answered YES to #72, please answer #73 and #74.
If you answered NO to #72, please go to #75.

73. Did the salary of substitute teachers vary according to academic credentials and teaching experience?
    a) yes b) no

74. What **average** salary did substitute teachers earn **per day** in 1994–95? **(NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Section 4. SPECIAL ISSUES

Extended-Day Program refers to a program the school sponsors before and after school to provide students with a safe environment while their parents may be working.

75. On the response sheet, indicate whether your school conducted an extended-day program in 1994–95.
    a) yes b) no

If you answered YES to #75, please answer #76 and #77.
If you answered NO to #75, please go to #78.

76. What was the cost to parents **per hour** for this service?

77. Which grades did the extended-day program serve?
    a) all, including pre-K b) K–3 c) K–6 d) K–8

78. Did your school conduct a day-care program during the 1994–95 school year?
    a) yes b) no

If you answered YES to #78, please answer #79.
If you answered NO to #78, please go to #80.

79. What was the cost to parents **per hour** for this service?

80. How many students in your school during 1994–95 were classified as disabled?

81. On the response sheet, circle the letter that matches the disabilities identified among your students.
    a) speech impairments
    b) learning disabilities
    c) physical disabilities
    d) hearing impairments
    e) visual impairments
    f) autism/nonlanguage learning disorders
    g) emotional/behavioral
    h) ADD/ADHD
    i) other (health problems, phobic disorders, etc.)

Section 4. SPECIAL ISSUES (continued)

82. Did the school have a program for gifted students during the 1994–95 school year?
a) yes b) no

83. Did the students in your school wear a school uniform during the 1994–95 school year?
a) yes b) no

Summer School refers to classes offered when school is out for vacation.

84. On the response sheet, indicate whether the school conducted summer school during summer of 1994–95.
a) yes b) no

85. Did the school conduct a combination of an academic and recreational program during summer of 1994–95?
a) yes b) no

86. Did the school conduct a combination of an academic and recreational program during days school was not in session (e.g., Christmas vacation, spring break)?
a) yes b) no

School Lunch Program

87. Did the school participate in the free or reduced-price lunch program during 1994–95?
a) yes b) no

88. Did the school provide cafeteria service in 1994–95?
a) yes b) no

If you answered YES to #88, please answer #89.
If you answered NO to #88, please go to #90.

89. Was the cafeteria service the school's own or was the service contracted out?
a) school-owned b) contracted

Technology

90. Did the school have a computer lab in 1994–95?
a) yes b) no

If you answered YES to #90, please answer #91 and #92.
If you answered NO to #90, please go to #93.

91. On the response sheet, write the number of computers there were in the computer lab at your school.

92. How many **minutes a week** would a typical student spend using a computer in the lab?

93. What percentage of the classrooms at your school had computers in them in 1994–95?

94. On the response sheet, write the number of computers in the average classroom in the 1994–95 school year.

Adult Volunteers

95. Did you have adult volunteers working at the school?
a) yes b) no

If you answered YES to #95, please answer #96.
If you answered NO to #95, please go to #97.

96. On the response sheet, please circle the letter that matches the tasks the school's adult volunteers performed in 1994–95.
a) classroom aide b) office aide
c) schoolyard monitor d) lunchroom monitor

Development Program information will enable NCEA to provide better services to its members.

97. On the response sheet, please circle the letter that matches the items that the school had in 1994–95.
a) long-range plan b) alumni program
c) case statement d) planned giving program
e) annual appeal

98. On the response sheet, please write the amount of income in 1994–95 from the annual appeal.

99. Does the school solicit alumni as part of its development efforts?
a) yes b) no

100. On the response sheet, describe briefly on the lines provided the one item regarding the financing of your school that would be most helpful to share with other Catholic elementary school administrators.

Thank you for completing the 1994–1995 Financial Survey.

PLEASE PLACE THE **RESPONSE SHEET SHOWING YOUR SCHOOL ADDRESS LABEL** IN THE POSTAGE-PAID ENVELOPE SUPPLIED, AND RETURN **ONLY THE RESPONSE SHEET** TO NCEA **BEFORE OCTOBER 9, 1995.**

1994–1995 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES
National Catholic Educational Association · Department of Elementary Schools

RESPONSE SHEET

[AFFIX ADDRESS LABEL HERE]

ALL RESPONSES SHOULD BE MADE DIRECTLY ON THIS RESPONSE SHEET

DIRECTIONS:

(a) Please circle the letter(s) that matches the answer you select from the choices listed on the questionnaire.

(b) For write-in answers, please write the percentage, dollar amount, or other specific information requested directly on the lines provided.

Section 1. DEMOGRAPHICS

1. a b c d
2. _____
3. a b c d
4. _____
5. _____
6. a) yes b) no
7. a b c
8. a b c
9. a) yes b) no
10. a b c
11. a b c
12. a) yes b) no
13. a) yes b) no
14. a) ____% $1 to $15,000
    b) ____% $15,001 to $25,000
    c) ____% $25,001 to $40,000
    d) ____% $40,001 to $60,000
    e) ____% $60,000+
    100% TOTAL
15. _____%
16. $ _____

Section 2. FINANCING

17. $ _____
18. $ _____
19. $ _____
20. $ _____
21. $ _____
22. a) yes b) no
23. a) yes b) no
24. $ _____
25. a) yes b) no
26. $ _____
27. a) yes b) no
28. a) yes b) no
29. a) ____% Parish members
    b) ____% Not parish members
    c) ____% Non-Catholic
    100% TOTAL
30. $ _____
31. $ _____
32. a b c d e f
    g h i j k

(Please continue on reverse side)

33. a b c d

34. a) yes b) no

35. $ _____

36. a) yes b) no

37. a) ___% Tuition and fees
b) ___% Fund-raising
c) ___% Endowment
d) ___% Parish subsidy
e) ___% Other
100% TOTAL

Section 3. COMPENSATION

38. a b c d e

39. a b

40. $ _____

41. a b c d e

42. a) yes b) no

43. a b c d e

44. a b

45. $ _____

46. a) yes b) no

47. a b c d e

48. a b

49. $ _____

50. a b c d e

51. a) yes b) no

52. a b c d e

53. a b

54. $ _____

55. a) yes b) no

56. a b

57. $ _____

58. a) yes b) no

59. $ _____

60. $ _____

61. $ _____

62. $ _____

63. $ _____

64. $ _____

65. $ _____

66. $ _____

67. a b c d e f

68. a b c d e f

69. a) yes b) no

70. a) yes b) no

71. $ _____ per day

72. a) yes b) no

73. a) yes b) no

74. $ _____ per day

Section 4. SPECIAL ISSUES

75. a) yes b) no

76. $ _____ per hour

77. a b c d

78. a) yes b) no

79. $ _____ per hour

80. _____ students

81. a b c d e
f g h i

82. a) yes b) no

83. a) yes b) no

84. a) yes b) no

85. a) yes b) no

86. a) yes b) no

87. a) yes b) no

88. a) yes b) no

89. a b

90. a) yes b) no

91. _____ computers

92. _____ minutes

93. _____%

94. _____ computers

95. a) yes b) no

96. a b c d

97. a b c d e

98. $ _____

99. a) yes b) no

100. _____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for completing the 1994-1995 Financial Survey.

PLEASE RETURN ONLY YOUR COMPLETED RESPONSE SHEET IN THE POSTAGE-PAID ENVELOPE SUPPLIED. MAIL TO NCEA BEFORE OCTOBER 9, 1995.

APPENDIX B

FOLLOW-UP LETTER TO SCHOOLS NOT RESPONDING TO ORIGINAL REQUEST

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

October 27, 1995

To: Catholic Elementary School Principals

From: Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Re: **1994–1995 Survey of Catholic Elementary School Finances**

I am once again requesting your valuable assistance with our 1994–1995 financial survey. Since our random sampling of over 1,000 surveys was first mailed in early September, we have received about 400 returns.

We are pleased with this initial response, but I am sure you would agree that a larger percentage of returns would allow us to present a more accurate and reliable cross-section of Catholic elementary school finances. Of course, the more statistical data we collect and analyze, the more representative and practical our final report will be for you and other school administrators working in every region of the country.

I am therefore making a second appeal to you to donate time from your active schedule to complete the enclosed questionnaire. We have simplified the process by including a convenient answer sheet for your use. As a small thank-you for your assistance, we will add you to the mailing list to receive a complimentary copy of the final survey report when it is published next spring.

Please return only your completed green answer sheet to NCEA, Department of Elementary Schools, in the postage-paid envelope provided by **Friday, November 17, 1995.**

Thank you for contributing to this important work.

(tm)
Encls.

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706

APPENDIX C

SCHOOLS THAT RESPONDED TO THE 1994-1995 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

ALABAMA

St. Peter's Kindergarten, Birmingham
Most Pure Heart of Mary School, Mobile
St. James Major Grade School, Mobile
St. Bede Grade School, Montgomery

ARIZONA

St. Louis the King Grade School, Glendale
St. Michael Indian School-Elementary, St. Michaels
St. John the Evangelist School, Tucson

ARKANSAS

St. Joseph School, Conway
Immaculate Conception School, Fort Smith
Blessed Sacrament School, Jonesboro
St. Edward Grade School, Little Rock
St. Peter's School, Pine Bluff

CALIFORNIA

St. Thomas More Grade School, Alhambra
Good Shepherd Catholic School, Beverly Hills
St. Finbar Elementary School, Burbank
Our Lady of the Valley School, Canoga Park
St. Margaret Mary Grade School, Chino
Holy Family Grade School, Citrus Heights
St. Isidore Blue Ribbon School, Danville
St. Raymond School, Dublin
St. Kierans School, El Cajon
Mt. St. Mary's School, Grass Valley
Our Lady of Miracles School, Gustine
St. Paul of the Cross School, La Mirada
Mary Immaculate Queen School, Lemoore
St. Michael School, Livermore
St. Lucy Grade School, Long Beach
St. Hedwig Grade School, Los Alamitos
Immaculate Heart of Mary School, Los Angeles
San Antonio de Padua School, Los Angeles
St. Paul Apostle Grade School, Los Angeles
Transfiguration Grade School, Los Angeles
Our Lady of Malibu School, Malibu
St. Raymond's Grade School, Menlo Park
Dominican Kindergarten, Mission San Jose
St. Thomas Aquinas Grade School, Monterey Park
St. Catherine Grade School, Morgan Hill
St. Genevieve Elementary School, Panorama City
Sacred Heart Elementary School, Red Bluff
Sacred Heart Academy, Redlands
St. LaSalle School, Reedley
St. Francis de Sales School, Riverside
St. Peter's School, Sacramento
St. Anselm School, San Anselmo
St. Robert School, San Bruno
St. Didacus Grade School, San Diego
Our Lady of the Visitation School, San Francisco
St. Brendan Grade School, San Francisco
St. James Grade School, San Francisco
San Gabriel Mission Elementary School, San Gabriel
St. Christopher Grade School, San Jose
St. Isabellas Grade School, San Rafael
St. Anne Grade School, Santa Ana
Notre Dame Grade School, Santa Barbara
Sacred Heart Grade School, Saratoga
Annunciation Grade School, Stockton
Blessed Sacrament School, 29 Palms
Our Lady of the Assumption School, Ventura
Blessed Sacrament Grade School, Westminster

COLORADO

Divine Redeemer Elementary School, Colorado Springs
Blessed Sacrament Grade School, Denver
Our Lady Lourdes Grade School, Denver
Presentation Our Lady School, Denver
SS. Peter and Paul Grade School, Wheat Ridge

CONNECTICUT

St. Joseph Grade School, Danbury
Sacred Heart Grade School, Groton
St. John Grade School, Middletown
St. Francis Grade School, New Haven
St. Francis of Assisi School, Torrington
St. Joseph School of Waterbury, Waterbury

DELAWARE

St. Anthony of Padua Grade School, Wilmington
Ursuline Academy Lower/Middle School, Wilmington

DISTRICT OF COLUMBIA

Nativity Catholic Academy, Washington
Our Lady Queen of Peace School, Washington

FLORIDA

St. Joan of Arc Grade School, Boca Raton
Nativity Grade School, Brandon
Guardian Angels Catholic School, Clearwater
St. Helen Grade School, Ft. Lauderdale
Little Flower Grade School, Hollywood
Resurrection Grade School, Jacksonville
St. Joseph Catholic School, Jacksonville
St. Paul Catholic School, Leesburg
Ascension School, Melbourne
SS. Peter and Paul Grade School, Miami
Holy Family Catholic Grade School, North Miami
Good Shepherd Catholic School, Orlando
St. Brendan Grade School, Ormond Beach
Sacred Heart Academy, Pineallas Park
Corpus Christi Grade School, Temple Terrace
Rosarian Academy, West Palm Beach
St. Joseph Catholic School, Winter Haven

GEORGIA

St. Francis Xavier Grade School, Brunswick
St. Joseph School, Macon
St. Mary's School, Rome

HAWAII

St. Theresa School, Honolulu
Sacred Hearts Grade School, Lahaina Maui

IDAHO

St. Mary Grade School, Boise
St. Edward's School, Twin Falls

ILLINOIS

Our Lady of the Wayside School, Arlington Heights
Holy Angels Grade School, Aurora
St. Teresa Grade School, Belleville
Maternity BVM Grade School, Bourbonnais
St. Mary Grade School, Brussels
St. Victor Elementary School, Calumet City
Academy of the Sacred Heart, Chicago
St. Benedict Elementary School, Chicago
St. Gall Grade School, Chicago
St. Joseph School, Chicago
St. Philomena Grade School, Chicago
St. Priscilla School, Chicago
St. Stanislaus-Kostka Elementary School, Chicago
St. Thecla School, Chicago
St. Thomas Apostle Grade School, Chicago
St. Mary School, De Kalb
St. Mary's Grade School, East Dubuque
Holy Rosary Grade School, East St. Louis
Immaculate Conception School, Elmhurst
St. Joan of Arc Grade School, Evanston
St. Isidore Grade School, Farmersville
St. Elizabeth Grade School, Granite City
St. Charles Borromeo School, Hampshire
Mary of Nazareth School, Harvey
St. Paul Catholic School, Highland
St. James Grade School, Highwood
St. Isaac Jogues Grade School, Hinsdale
St. Mary Nativity Grade School, Joliet
LaSalle Catholic School, LaSalle
St. Joseph Grade School, Manhattan
St. John the Baptist School, McHenry
SS. Peter and Paul Grade School, Naperville
St. Thomas Grade School, Newton
St. Damian School, Oak Forest
St. Theresa Grade School, Palatine
St. Louis Grade School, Princeton
St. Boniface Grade School, Quincy
St. Michael Grade School, Radom
St. John's Catholic School, Red Bud
Jordan Catholic School, Rock Island
St. Bernadette Grade School, Rockford
Christ the King Grade School, Springfield
St. Patrick Grade School, St. Charles
St. Joseph Grade School, Summit
Divine Infant Grade School, Westchester

INDIANA

St. John the Baptist School, Borden
St. Patrick Grade School, Chesterton

Holy Redeemer Grade School, Evansville
Most Precious Blood Grade School, Fort Wayne
Holy Angels Grade School, Indianapolis
Our Lady of Lourdes School, Indianapolis
St. Joan of Arc School, Kokomo
St. Bavo School, Mishawaka
St. Joseph Grade School, Monroeville
St. Lawrence School, Muncie
St. Thomas More Grade School, Munster
Holy Family Grade School, New Albany
St. Jude Grade School, South Bend
St. Bernard Elementary School, Wabash
Washington Middle School, Washington

IOWA

St. Cecilia's Grade School, Ames
St. Joseph Grade School, Bellevue
St. Albert the Great Intermediate School, Council Bluffs
Notre Dame Elementary School, Cresco
St. Theresa Grade School, Des Moines
Holy Trinity/Sacred Heart School, Dubuque
Aquinas West School, Fort Madison
St. Athanasius Grade School, Jesup
Hayes Catholic Elementary School, Muscatine
St. Mary's Elementary School, Storm Lake
St. Pius X School, Urbandale
St. John-St. Nicholas School, Waterloo

KANSAS

Holy Angels Grade School, Garnett
St. Patrick's Elementary School, Kansas City
Sacred Heart Grade School, Plainville
Sacred Heart/Holy Child School, Pratt
Sacred Heart Grade School, Topeka
School of the Magdalen, Wichita
St. Francis of Assisi School, Wichita

KENTUCKY

St. Joseph Elementary School, Cold Spring
Mary Queen of Heaven School, Covington
St. Anthony Grade School, Covington
St. John Elementary School, Georgetown
SS. Peter and Paul School, Lexington
Community Catholic Elementary School, Louisville
St. Patrick School, Louisville
St. Stephen Martyr School, Louisville
St. Ann Interparochial School, Morganfield
Holy Spirit Elementary School, Newport
Bishop Henry J. Soenneker Elementary School, Owensboro

LOUISIANA

St. Aloysius Grade School, Baton Rouge
St. Rosalie Grade School, Harvey
St. Bernadette Grade School, Houma
Our Lady Queen of Heaven School, Lake Charles
St. Benilde Grade School, Metairie
St. Lawrence the Martyr School, Metairie
Jesus the Good Shepherd School, Monroe
Bishop Perry Middle School, New Orleans
St. Andrew the Apostle Grade School, New Orleans
St. Rita Grade School, New Orleans
Rayne Catholic Elementary School, Rayne

MAINE

Notre Dame de Lourdes School, Saco

MARYLAND

Holy Angel/Sacred Heart School, Avenue
Our Lady of Mt. Carmel School, Baltimore
Rosa Parks Middle School, Baltimore
St. James and John School, Baltimore
St. Ursula Grade School, Baltimore
St. Pius X Regional School, Bowie
St. Mark School, Catonsville
St. Martin of Tours School, Gaithersburg
St. Mary's Grade School, Rockville
St. John the Baptist School, Silver Spring
St. Peter's Grade School, Western Port

MASSACHUSETTS

Cathedral Grammar School, Boston
St. Mary Elementary School, Clinton
St. Ann School, Dorchester
St. Margaret's School, Dorchester
Immaculate Conception School, Everett
Notre Dame Grade School, Fall River
St. Anthony of Padua School, Fitchburg
Blessed Sacrament Grade School, Jamaica Plain
St. Patrick Grade School, Lawrence
St. Patrick's School, Lowell
St. Joseph Grade School, New Bedford
Sacred Heart-St. Mark's School, Pittsfield
St. Joseph School, Quincy
Holy Family School, Rockland
St. Catherine of Genoa School, Somerville
Our Lady of Mt. Carmel School, Springfield
St. Patrick School, Stoneham
Taunton Catholic Middle School, Taunton
St. Mary's Grade School, Ware
St. Anne Elementary School, Webster

MICHIGAN

Holy Family Middle School, Bay City
St. Anthony Academy, Belleville
St. Hugo of the Hills School, Bloomfield
Bishop Baraga School, Cheboygan
Divine Child Elementary School, Dearborn
Holy Trinity Grade School, Detroit
St. Bartholomew School, Detroit
St. Christine and Gemma School, Detroit
St. Stephen Catholic School, Detroit
St. Thomas Aquinas Catholic School, East Lansing
St. Peter Grade School, East Troy
St. Veronica Grade School, Eastpointe
St. Fabian Grade School, Farmington Hills
Holy Family Elementary School, Grand Blanc
St. Andrews Grade School, Grand Rapids
St. Francis Xavier Grade School, Grand Rapids
St. James Grade School, Grand Rapids
Our Lady of Apostles School, Hamtramck
Jackson Catholic Middle School, Jackson
St. Valentine School, Kawkawlin
St. Ann School, Lansing
St. Gerard Elementary School, Lansing
St. Edith Grade School, Livonia
St. Francis de Sales School, Manistique
St. Mary's Grade School, Pontiac
St. Edward Grade School, Port Huron
St. Michael Grade School, Remus
St. Thomas Aquinas School, Saginaw
St. Vincent de Paul School, Shepherd
Immaculate Conception School, Three River
St. Joseph Elementary School, West Branch
Wyandotte Catholic Consolidated School, Wyandotte

MINNESOTA

St. Mary's Grade School, Breckenridge
St. Boniface Grade School, Cold Spring
Delano Catholic School, Delano
Holy Rosary Grade School, Duluth
St. John Vianney Grade School, Fairmont
St. Leo's School, Hibbing
St. Anastasia Elementary School, Hutchinson
All Saints School, Lakeville
St. Mary's Grade School, Melrose
Immaculate Conception School, Minneapolis
Risen Christ School-East Campus, Minneapolis
St. Michael Elementary School, Morgan
St. John the Baptist Grade School, New Brighton
St. Mary's Grade School, New Ulm
St. Vincent de Paul School, Osseo
St. Mary's Mission School, Red Lake
St. Joseph Grade School, Rosemount
St. Odilia Grade School, Shoreview
Maternity of Mary-St. Andrew School, St. Paul
Trinity Catholic School, St. Paul
St. Mary's Grade School, Tracy
St. Joseph School, Waconia
St. Stanislaus Middle School, Winona

MISSISSIPPPI

Our Lady of Fatima School, Biloxi
St. Elizabeth Grade School, Clarksdale
St. Clare School, Waveland

MISSOURI

Holy Infant Grade School, Ballwin
Linda Vista Catholic School, Chesterfield
St. Dismas Grade School, Florissant
St. Sabina Grade School, Florissant
St. George Grade School, Hermann
Good Shepherd School, Hillsboro
Holy Family Grade School, Independence
St. Francis Xavier Grade School, Jefferson City
St. Peter's Junior High School, Joplin
St. Bernadette's Elementary School, Kansas City
Immaculate Conception School, New Madrid
St. Joseph Grade School, St. Charles
St. Clare Catholic School, St. Clair
St. Ann-Normandy School, St. Louis
St. Martin of Tours School, St. Louis
St. Mary Magdalen School, St. Louis
St. Roch School, St. Louis
St. Simon the Apostle School, St. Louis
St. Gertrude Grade School, Washington
St. Mary's Grade School, West Plains

MONTANA

St. Francis Primary School, Billings
St. Mary's Grade School, Malta

NEBRASKA

St. Mary's School, Bellevue
St. Patrick Grade School, Lincoln
Holy Name Grade School, Omaha
SS. Peter and Paul Grade School, Omaha
St. Wenceslaus School, Omaha
St. John the Baptist Grade School, Petersburg
St. Gerald Grade School, Ralston
St. Andrew's Elementary School, Tecumseh

NEVADA
St. Anne Grade School, Las Vegas
St. Albert School, Reno

NEW HAMPSHIRE
St. Mary Academy, Dover
Villa Augustina School, Goffstown
St. Casimir School, Manchester
St. Joseph Regional School, Salem
St. Albert Grade School, W. Stewartstown

NEW JERSEY
St. Andrew Grade School, Bayonne
St. Rose Grammar School, Belmar
St. Philip the Apostle School, Brigantine
St. Anthony Grade School, Camden
Sacred Heart Grade School, Clifton
St. Michael's School, Cranford
St. Joseph-Sacred Heart School, Demarest
St. Anne Elementary School, Fairlawn
St. Stanislaus Grade School, Garfield
St. Francis Grade School, Hackensack
St. Rose of Lima School, Haddon Heights
St. Anthony's Grade School, Hawthorne
St. Paul the Apostle School, Irvington
St. Aloysius Elementary School, Jersey City
St. Stephen School, Kearny
St. Lawerence School, Lindenwold
St. Joseph Grade School, Maplewood
Sacred Heart School, Mt. Ephraim
St. Francis Xavier School, Newark
Notre Dame Regional School, Newfield
St. John Nepomucene School, North Bergen
St. Thomas the Apostle School, Old Bridge
Sacred Heart Grade School, South Amboy
Our Lady of Sorrows School, South Orange
Blessed Sacrament Grade School, Trenton
St. Raphael Grade School, Trenton
Mother Seton Parochial School, Union City

NEW MEXICO
Queen of Heaven Grade School, Albuquerque
Immaculate Heart of Mary School, Las Cruces
Cristo Rey Catholic School, Santa Fe

NEW YORK
St. Stanislaus School, Amsterdam
St. Robert Bellarmine Grade School, Bayside
Blessed Sacrament School, Bronx
Christ the King Grade School, Bronx
St. Jerome Grade School, Bronx
Our Lady of Guadalupe School, Brooklyn
St. Francis Xavier Grade School, Brooklyn
St. Teresa of Avila School, Brooklyn
Visitation Academy, Brooklyn
Holy Spirit Grade School, Buffalo
St. Agatha Grade School, Buffalo
St. Stanislaus Grade School, Buffalo
St. Mary's School, Canandaigua
Our Lady Help of Christians School, Cheektowaga
St. Catherine of Sienna School, Franklin Square
All Saints Regional Catholic School, Glen Cove
St. Mary's Academy, Hoosick Falls
St. Joan of Arc Grade School, Jackson Heights
St. Raphael Grade School, Long Island City
Our Lady of Peace Grade School, Lynbrook
St. Stanislaus Grade School, Maspeth
Corpus Christi Grade School, Mineola
Holy Name Grade School, New York
SS. Bernard/Francis Xavier School, New York
St. Paul's School, New York
St. Stephen of Hungary School, New York
St. Augustine's School, North Troy
St. Mary's Grade School, Oneonta
Nativity School, Orchard Park
St. Ann's Grade School, Ossining
St. Paul Elementary School, Oswego
St. Mary Gate of Heaven Elementary School, Ozone Park
St. Mary's Grade School, Potsdam
Our Lady of Lourdes School, Queens Village
St. Anthony Padua Grade School, S. Ozone Park
Our Lady of Mt. Carmel School, Schenectady
St. Joseph Grade School, Spring Valley
St. Roch Grade School, Staten Island
St. Mary's School, Swormville
St. James Elementary School, Syracuse
Sacred Heart Grade School, Watertown
Holy Trinity School, Webster
St. Brigid/Our Lady of Hope School, Westbury
Divine Child Kindergarten, Williamsville
Our Lady of Mt. Carmel-St. Anthony, Yonkers

NORTH CAROLINA
Asheville Catholic School, Asheville
St. Patrick Grade School, Charlotte
St. Mary School, Wilmington

NORTH DAKOTA
Little Flower Grade School, Minot

OHIO

Annunciation/St. John School, Akron
Our Lady of Elms Elementary School, Akron
St. Augustine Grade School, Barberton
St. Anselm Grade School, Chesterland
St. Aloysius on the Ohio School, Cincinnati
St. Ignatius School, Cincinnati
St. Margaret Mary Grade School, Cincinnati
St. Mark Grade School, Cincinnati
St. Martin Grade School, Cincinnati
Blessed Sacrament Grade School, Cleveland
St. Andrew Grade School, Columbus
St. Anthony Grade School, Columbus
St. Catharine School, Columbus
Precious Blood School, Dayton
St. John the Evangelist School, Delphos
St. Wendelin Grade School, Fostoria
St. Joseph Elementary School, Fremont
Gilmour Academy, Gates Mills
St. Rose Grade School, Girard
Our Lady of the Rosary School, Greenhills
St. Mary's Grade School, Greenville
St. Bernadette Grade School, Lancaster
St. Columban Grade School, Loveland
St. Clement Grade School, Navarre
Blessed Sacrament School, Newark
Holy Family Grade School, Parma
SS. Peter and Paul Grade School, Sandusky
St. Dominic School, Shaker Heights
St. Bernard Grade School, Springfield
Aquinas Central Grade School, Steubenville
St. Martin de Porres School, Toledo
St. Jerome Grade School, Walbridge
Warren Parochial System, Warren
Lial Elementary School, Whitehouse
St. Brigid Grade School, Xenia

OKLAHOMA

Holy Trinity Grade School, Okarche
Bishop John Carroll School, Oklahoma City
St. Catherine School, Tulsa

OREGON

St. Matthew Grade School, Hillsboro
Our Lady of the Lake School, Lake Oswego
Holy Redeemer Grade School, Portland
Our Lady of Sorrows Grade School, Portland
St. Pius X Grade School, Portland

PENNSYLVANIA

St. Francis of Assisi Grade School, Allentown
St. John Grade School, Altoona
St. Ephrem School, Bensalem
Holy Infancy Grade School, Bethlehem
Notre Dame of Bethlehem School, Bethlehem
Our Lady of Charity School, Brookhaven
Our Lady of Lourdes Grade School, Burgettstown
Good Shepherd Grade School, Camp Hill
St. Rose Elementary School, Carbondale
St. Elizabeth Ann Seton School, Carnegie
St. Helena Grade School, Center Square
Coatesville Area Catholic Elementary School, Coatesville
St. Dorothy Grade School, Drexel Hill
Our Lady of Mount Carmel School, Erie
St. John Grade School, Erie
St. Mary Grade School, Freeport
St. Vincent de Paul Grade School, Hanover
Hollidaysburg Catholic School, Hollidaysburg
Sacred Heart Grade School, Lancaster
St. Michael's Grade School, Lansford
St. Patrick Grade School, Malvern
All Saints Parochial School, Masontown
Seven Sorrows BVM School, Middletown
Transfiguration/Madonna School, Monongahela
St. Bernadette Grade School, Monroeville
St. Margaret Grade School, Narberth
Epiphany of Our Lord School, Norristown
Our Lady of Grace School, Penndel
Maternity of the BVM School, Philadelphia
Most Blessed Sacrament School, Philadelphia
Our Lady of Lourdes School, Philadelphia
St. Ambrose Elementary School, Philadelphia
St. Hugh's Grade School, Philadelphia
St. Mary's Interparochial School, Philadelphia
St. Paul Grade School, Philadelphia
St. Peter the Apostle School, Philadelphia
Visitation of the BVM School, Philadelphia
Holy Family School, Phoenixville
Elizabeth Seton Elementary School, Pittsburgh
Holy Rosary Grade School, Pittsburgh
Our Lady of Loreto Grade School, Pittsburgh
SS. Simon and Jude Grade School, Pittsburgh
St. Aloysius Grade School, Pittsburgh
St. Bartholomew Elementary School, Pittsburgh
St. John the Baptist Grade School, Pittsburgh
St. Scholastica Grade School, Pittsburgh
Holy Child Elementary School, Plymouth
SS. Cosmas and Damian Grade School, Punxsutawney
St. John of the Cross School, Roslyn

Epiphany Grade School, Sayre
St. Agnes-Sacred Heart School, Sellersville
LaSalle Academy, Shillington
Holy Cross Grade School, Springfield
Sacred Heart Grade School, St. Mary's
Prince of Peace School, Steelton
Regis Academy, Swoyersville
St. Katharine of Siena School, Wayne
St. Rose of Lima Grade School, York

RHODE ISLAND
St. Joseph of Cluny School, Newport
St. Patrick School, Providence
St. John the Baptist School, West Warwick

SOUTH CAROLINA
St. Anne Grade School, Rock Hill
St. Paul the Apostle School, Spartanburg

SOUTH DAKOTA
St. Peter Grade School, Jefferson

TENNESSEE
St. Jude Grade School, Chattanooga
Immaculate Conception School, Memphis
Christ the King School, Nashville

TEXAS
St. Louis Catholic Grade School, Austin
Our Lady of Victory School, Beeville
Our Lady of Perpetual Help School, Corpus Christi
St. Monica Grade School, Dallas
Our Lady of Fatima Grade School, Galena Park
Corpus Christi Catholic School, Houston
Holy Name School, Houston
St. Augustine Elementary School, Laredo
Christ the King Grade School, Lubbock
St. Joseph Grade School, Marshall
Our Lady of Sorrows Grade School, McAllen
Sacred Heart Grade School, Muenster
Central Catholic School, Port Arthur
Immaculate Conception School, Rio Grande City
St. Anthony's Catholic School, Robstown
Holy Rosary Grade School, Rosenberg
St. John Bosco School, San Antonio
St. Leo Catholic School, San Antonio
St. Margaret Mary's School, San Antonio
St. Mary Magdalen Grade School, San Antonio
Our Lady of Victory Grade School, Victoria
St. Michael Grade School, Weimar

UTAH
Notre Dame Regional School, Price

VIRGINIA
St. Charles Elementary and Junior High School, Arlington
St. Timothy School, Chantilly
St. Mary Star of the Sea Elementary School, Hampton
St. John School, McLean
All Saints Catholic School, Richmond
St. Gregory School, Virginia Beach

VERMONT
Mater Christi School, Burlington

WASHINGTON
St. Rose of Lima Catholic School, Ephrata
All Saints Grade School, Puyallup
Our Lady of Fatima Grade School, Seattle
Our Lady of Guadalupe Grade School, Seattle
Our Lady of the Lake Grade School, Seattle
St. John Grade School, Seattle
Assumption School, Spokane

WISCONSIN
St. John Grade School, Antigo
St. Joseph Grade School, Big Bend
Notre Dame Middle School, Chippewa Falls
St. Francis Xavier Grade School, Cross Plains
All Saints Grade School, Denmark
St. Peter the Fisherman School, Eagle River
St. Mary's Grade School, Eden
Holy Cross Grade School, Green Bay
St. Philip School, Green Bay
St. Mary Grade School, Greenwood
St. Mary School, Hilbert
SS. Peter and Paul Grade School, Hortonville
St. Mary Grade School, Janesville
Holy Trinity Grade School, Kewaskum
Holy Cross School, Lena
St. Joseph-Alverno School, Manitowoc
Holy Rosary Grade School, Medford
St. Anthony Catholic School, Menomonee Falls
All Saints Catholic Elementary School, Milwaukee
Holy Cross Grade School, Milwaukee
St. Paul Grade School, Milwaukee
St. Joseph Grade School, Prescott
St. Mark School, Rothschild
St. John the Baptist School, Seymour

St. Peter Grade School, Slinger
St. Francis Solanus School, Stone Lake
St. Joseph Grade School, Stratford
Corpus Christi School, Sturgeon Bay
St. Mary's School, Waukesha
Christ King Grade School, Wauwatosa
Holy Assumption School, West Allis
St. Monica Grade School, Whitefish Bay

WEST VIRGINIA

Our Lady of Fatima Grade School, Huntington
St. John's Grade School, Wellsburg
Our Lady of Peace Grade School, Wheeling

WYOMING

St. Mary's Elementary and Middle School, Cheyenne

Who Serve Children

BEST COPY AVAILABLE